Texas Education Agency
Standard Application System (SAS)

2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	
Submittal information:	**Six** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	*Place date stamp here*
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name		County-District #	Campus name/#		Amendment #
Spring Branch ISD		101-920	Hollibrook Elementary/105		

Vendor ID #	ESC Region #	US Congressional District #	DUNS #	
746001379	IV	TX-07	073901662	

Mailing address		City	State	ZIP Code
955 Campbell Road		Houston	TX	77024-2803

Primary Contact

First name	M.I.	Last name	Title
Julie	K.	Hodson	Director of Grants

Telephone #	Email address	FAX #
713-251-2274	julie.hodson@springbranchisd.com	713-251-2274

Secondary Contact

First name	M.I.	Last name	Title
Karen		Liska	Principal (Hollibrook Elementary)

Telephone #	Email address	FAX #
713-251-5810	karen.liska@springbranchisd.com	713-251-5810

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Scott	R.	Muri	Superintendent of Schools

Telephone #	Email address	FAX #
713-251-2204	scott.muri@springbranchisd.com	713-251-2204

Signature (blue ink preferred)

Date signed: 8|17|2015

701-15-107-075

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100) – SEE **NOTE**	See Important Note for Competitive Grants*	☐
8	Professional and Contracted Services (6200) – SEE **NOTE**		☐
9	Supplies and Materials (6300) – SEE **NOTE**		☐
10	Other Operating Costs (6400) – SEE **NOTE**		☐
11	Capital Outlay (6600/15XX) – SEE **NOTE**		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

7.	The LEA/campus provides assurance that if it selects to implement the **transformation model**, the campus will meet all of the following federal requirements:
	1. Develop and increase teacher and school leader effectiveness.
	   (A) Replace the principal who led the school prior to commencement of the transformation model;
	   (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
	     i. Take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	     ii. Uses the definition of *student growth* as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of

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the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

          iii. Are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

2. Deliver comprehensive instructional reform strategies.

(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

3. Increase learning time and creating community-oriented schools.

(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:

         i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

         ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.

         iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

(B) Provide ongoing mechanisms for family and community engagement.

4. Providing operational flexibility and sustained support.

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

8.

The LEA/campus provides assurance that if it selects to implement the **Texas state-design model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). In doing so, the LEA/campus will implement the following:

1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.

2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.

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3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.

4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.

5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
    (A) Data to identify the population at risk of dropping out of school;
    (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
    (C) Early College brochures in all languages relevant to the school community;
    (D) Written communication plan for relevant target audiences: parents, community members, school board.
    Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:

    (A) Partnership between the school district and an institute of higher education (IHE) that:
        i.   Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
        ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
        iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
    (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
    (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016
    Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.
    Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:

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(A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.

(B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.

(C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.

(D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.

(E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.

(F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school, operating with:

(A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;

(B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.

(C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.

(D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:
- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

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The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an elementary school, the campus will implement in accordance with the following federal requirements:

1. Offer full-day kindergarten.

2. Establish or expand a high-quality preschool program.
   A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
   - (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
   - (B) High-quality professional development for all staff;
   - (C) A child-to-instructional staff ratio of no more than 10 to 1;
   - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
   - (E) A full-day program;
   - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
   - (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
   - (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
   - (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
   - (J) Program evaluation to ensure continuous improvement;
   - (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
   - (L) Evidence-based health and safety standards.

3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.

4. Provide educators, including preschool teachers, time for joint planning across grade levels.

5. Replace the principal who led the school prior to the commencement of the early learning model.

6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
   - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
   - (B) Are designed and developed with teacher and principal involvement;

7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who,

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after ample opportunities have been provided for them to improve their professional practice, have not done so.

8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.

9. Use data to identify and implement an instructional program that is:
    (A) Research-based;
    (B) Developmentally appropriate;
    (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
    (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.

10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
    (A) Aligned with the school's comprehensive instructional program
    (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.

12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).

13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.

14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

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10. The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:

1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
    (A) Screen all existing staff and rehire no more than 50 percent; and
    (B) Select new staff

3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;

4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;

7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;

8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
   (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
   (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
   (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:

11.

1. Implement an evidence-based whole-school reform in partnership with a model developer.
   (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.

2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
   (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
   (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
   (C) A study which used a large sample and multi-site sampling.

3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.

4. The whole-school model must implement the model for all students in the school.

5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
   (A) School leadership
   (B) Teaching and learning in at least one full academic content area

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	(C) Non-academic supports for students
	(D) Family and community engagement

12.	The LEA/campus provides assurance that if it selects to implement the **restart model**, the campus will meet all of the following federal requirements:
	
	1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.
	
	2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by:
	    (A) significant improvement in academic achievement
	    (B) success in closing achievement gaps either within a school or relative to other public schools
	    (C) High school graduation rates
	    (D) No significant compliance issues in the areas of civil rights, financial management and student safety.
	
	3. Enroll, within the grades it serves, any former student who wishes to attend the school.
	
	If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.

13.	The LEA/campus provides assurance that if it selects to implement the **closure model**, the campus will meet all of the following federal requirements: 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding.
14.	The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification. Under federal regulations for this program, a **Rural LEA applicant** may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html

15.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:
	
	1. Implement an evidence-based whole-school reform in partnership with a model developer.
	    (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
	
	2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
	    (A) A study of efficacy that meets What Works Clearinghouse evidence standards.

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	(B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment. 4. The whole-school model must implement the model for all students in the school. 5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner: (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
21.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

Schedule #4—Request for Amendment

County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

Revised Annual Budget Breakdown					
Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
$	$	$	$	$	$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement**, **system transformation**, and **sustained reform**.

Summarize the district commitments to achieve foundational elements through the district's:
- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:
- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Spring Branch ISD is a great school system that builds on the strengths and gifts of every child. It provides students from poverty the same opportunities for success after high school as students from non-poverty homes. The Early Learning Intervention Model that we will implement at Hollibrook, will focus on the needs of each child and each teacher. By delivering high-quality personalized and differentiated instruction and making better use of learning time, we will accelerate student achievement. The new principal, Karen Liska, will transform the system of teaching and learning at Hollibrook by meeting the needs of her teachers. She will hire additional staff to help reach the tipping point for change as quickly as possible. She has already announced to the 64% of the teachers who remained at Hollibrook, once the former principal was removed, that there will be a new normal. She will change the culture of the school into that of a data driven one. Teachers, as they adopt new mindsets and work habits, will sustain the change. This change will be led by Karen and the assistant principals, instructional specialists, school librarian and i-coach whom she will include and develop as her instructional leadership team. Karen will teach her leadership team everything she knows in exchange for their commitment to follow her lead. She will prepare her assistant principals (APs) to run this school as she has done with previous APs.

In the table below are Hollibrook's three year long-term goals as written by her newest leadership team.

2015-2016 Long-term Goals for Hollibrook Elementary School

Three-Year Goal 1: 75% of 5th grade LEP students will meet exit criteria on TELPAS

Rationale: Students who lack English proficiency by middle school are at a greater risk of dropping out.

Influencers: Fidelity of LOI (language of instruction) in 2nd – 4th grades. Monitor targeted small group instruction in 1st – 5th grades. Monitor implementation of balanced literacy in K-5th grades. Implementation of writing in English across all content areas in Kinder – 5th. Increase the amount of instruction delivered in English for PreK – 5th grade.

2015-16 Goal	2016-17 Goal	2017-18 Goal
55%	65%	75%

Three-Year Goal 2: 5th Grade students will perform at 75% passing on STAAR Reading and Math Assessment.

Rationale: To increase the number of incoming 6th graders on or above grade level performance in reading & math.

Influencers: Train and monitor rigor of teaching and learning. Training on common formative assessments aligned to state testing. Using student data, teachers must disaggregate their grade level TEKS and plan according to TEKS and district framework.

2015-16 Goal	2016-17 Goal	2017-18 Goal
52%	64%	75%

Three-Year Goal 3: Each year, every grade level will have 85% of their students reading on or above grade level at the end of the year per DRA/STAAR.

Rationale: Students who enter their current grade reading on or above grade level have a much higher rate of success in all core subjects throughout their academic career. This will also enable us to reach our T-2-4 goals.

Influencers: All teachers in K-5th grade are trained and will implement balanced literacy. Focused will be placed on data driven instruction utilizing DRA and running records.

2015-16 Goal	2016-17 Goal	2017-18 Goal
60%	72%	85%

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The district is committed to school reform and holding principals accountable for school performance. Dr. Scott Muri, former Deputy Superintendent for Academics for Fulton County Schools in Atlanta, Georgia became Spring Branch ISD's new Superintent effective July 1, 2015. His first action was to post and fill the position of Associate Superintendent of School Performance with Mr. Tyler Ream. Tyler will supervise, support, help develop and evaluate Karen's performance as principal. The planning team chose WestEd's Quality Teaching for English Learners (QTEL) model as the lead external service provider to develop the teachers' capacity to develop students' academic English language as well as literacy in reading, mathematics, science and social studies. Reading is the gateway to improving student achievement in all of the other content areas. To increase meaningful parent engagement, staff will implement Latino Family Literacy Project (LFLP) so families are taught and given the materials to help provide reading support at home. The final set of external providers will be a variety of after school providers that have been vetted through the district's bid process to replicate at Hollibrook, the district's most successful elementary Texas ACE program in a way that is the best for Hollibrook. In summary, massive school reform will occur due to these five components: (1) support of the district's central administration starting at the top; (2) a dynamic principal with a prior history of turning around low-performing schools; (3) QTEL, a high quality external provider that addresses the heart of the problem through teacher development; (4) LFLP, to build family support for reading and (5) an after school and a summer school program to provide high quality supplemental instruction. The principal, Karen Liska, firmly believes that it will not take five years to turn this school around and that educators will start producing results after the first year. She has turned around two elementary schools and one middle school prior to this with existing staff. She knows how to build teams that get things done, to take risks and learn from her mistakes, and to remove those educators who would be "much happier working somewhere else". After the first three years, QTEL consultants will transition Hollibrook from the QTEL Lighthouse School plan to the QTEL Apprenticeship Model. In the last two years of the grant, the best of Hollibrooks' educators will become certified QTEL instructors so that they can continue to provide high quality, tailored professional development to Hollibrook's current and future teachers. Karen's operational flexibilities include a strategic use of her staff's time and the use of QTEL Consultants so that Hollibrook may become a QTEL Lighthouse School. With her instructional leadership team, she has already modified Hollibrook's master teaching schedule to include 120 minutes of daily reading, 90 minutes of Math; 45 minutes each of science and social studies (SS) instruction for grades PreK to 2nd and 100 minutes reading, 90 minutes math, 60 minutes science, 40 minutes social studies in 3rd-5th, along with recess before lunch whenever possible and specials (Music, Art, Health Fitness). They have scheduled a daily one and one half hour "Hornet Huddle" professional development community (PLC) meeting that works on a rotating 6 day schedule so that all grade levels are included. Hornet Huddle (PLC) is for data disaggregation, staff development, test training, guided lesson planning and test construction. Grade level teams meet a minimum of two to three days a week for lesson planning. They have already drafted a plan for supplemental afterschool and summer program that complement the regular school day. They will run an after school program with outside vendors for an academic and enrichment piece, fours days a week. They will target 200 children for the program. In the summer, they will run an English Language Program for Spanish speakers for approximately three weeks to work on language development and provide practice for them. They will coordinate the program at Hollibrook with programs run by community partners. Both Spring Spirit and Boys and Girls Club will receive students after tutorials. Spring Spirit takes about 100 students. (Their focus is not academics and they target the athletes over "all" students.) Boys and Girls Club takes about 40 students in a safe childcare type of environment until parents can pick them up after work. At Hollibrook, educators will provide Saturday STAAR Camp for 4 weekends before STAAR testing including the provision of transportation and lunch for students.

The district and Hollibrook have the same academic ELL issues to address. That is why both will benefit from the knowledge gained during grant implementation. Hollibrook is the campus with the largest ELL population. The ELL populations districtwide that can be broken down into four groups: (1) English Language Learners (ELLs) schooled in the USA; (2) ELLs schooled in the US for 5+ years who have not successfully transitioned into English; (3) Immigrant ELLs who have been schooled in their own country; (4) Immigrant ELLs who are unschooled in their own country or have limited formal education. Hollibrook will be a "proof point" for the district in quality instruction for all types of ELLs in grades PreK through 5. The grant will accelerate and deepen the district's ability to turnaround Hollibrook, which has been a low performing school for over 30 years. Our strong sustainability plan will lead to institutional knowledge and self-sufficiency. The various district departments are all working together in support of turning around our focus and priority campuses. Hollibrook has the greatest need for extra support.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 101-920

Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Fund code: 276

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.

Budget Summary

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre-award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	$329,913	$24,000	$0	$1,289,754	$48,000	$1,295,854	$49,440	$1,328,041	$50,923	$1,361,193	$52,451	$5,892,569
#8-Professional and Contracted Services	6200	$377,190	$0	$0	$394,380	$0	$394,380	$0	$394,380	$0	$394,380	$0	$1,434,710
#9-Supplies and Materials	6300	$75,169	$0	$0	$104,879	$0	$104,879	$0	$104,879	$0	$104,879	$0	$494,687
#10-Other Operating Costs	6400	$23,049	$0	$0	$45,473	$0	$41,723	$0	$41,723	$0	$41,723	$0	$193,691
#11-Capital Outlay	6600/ 15XX	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Consolidate Administrative Funds	☐ Yes ☐ No												
Percentage% indirect costs (see note):		N/A	$17,150	N/A	N/A	$41,460	N/A	$40,100	N/A	$27,200	N/A	$27,350	$153,260
Grand total of budgeted costs (add all entries in each column):		$868,321	$41,150	$0	$1,834,487	$89,460	$1,836,836	$89,540	$1,609,023	$78,123	$1,642,176	$79,801	$8,168,917

Administrative Cost Calculation

Enter the total grant amount requested: $8,168,917

Percentage limit on administrative costs established for the program (5%): × .05

Multiply and round down to the nearest whole dollar. Enter the result. $408,446
This is the maximum amount allowable for administrative costs, including indirect costs.

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than $2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

Schedule #7 – Payroll Costs (6100)

County-district number or vendor ID: 101-920

Amendment # (for amendments only): ____

#	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional										
1	Teacher	3	0	$0	$0	$174,000	$179,220	$184,597	$190,134	$727,951
2	LEP Aide	2	0	$0	$0	$37,600	$38,728	$39,890	$41,087	$157,304
3	Intervention Specialists	14	0	$0	$0	$259,000	$266,770	$274,773	$283,016	$1,083,559
Program Management and Administration										
4	Grant Program Manager	1	0	$35,000	$0	$70,000	$72,100	$74,263	$76,491	$327,854
5	Grant Program Assistant	1	0	$16,948	$0	$33,896	$34,913	$35,960	$37,039	$158,756
6	OST Program Assistant	1	0	$12,220	$0	$24,440	$25,173	$25,928	$26,706	$114,468
Auxiliary										
7	Bilingual Communications Specialist/Intervention Spec. Coordinator	1	0	$27,500	$0	$55,000	$56,650	$58,350	$60,100	$257,599
8										
9										
Other Employee Positions										
10	Instructional Specialist	2	0	$68,000	$0	$136,000	$140,080	$144,282	$148,611	$636,973
11	OST Coordinator	1	0	$32,500	$0	$65,000	$66,950	$68,959	$71,027	$304,436
12	Accountant/bookkeeper	1	0	$24,000	$0	$48,000	$49,440	$50,923	$52,451	$224,814
13	Subtotal employee costs:			$216,168	$0	$902,936	$930,024	$957,925	$986,663	$3,993,715
Substitute, Extra-Duty Pay, Benefits Costs										
14	6112 Substitute pay			$0	$0	$500	$500	$500	$500	$2,000
15	6119 Professional staff extra-duty pay			$138,700	$0	$219,700	$197,200	$197,200	$156,700	$950,000
16	6121 Support staff extra-duty pay			$900	$0	$1,800	$1,800	$1,800	$1,800	$8,100
17	6140 Employee benefits			$61,145	$0	$212,818	$215,770	$221,539	$227,482	$938,754
18	61XX Tuition remission (IHEs only)			$0	$0	$0	$0	$0	$0	$0
19	Subtotal substitute, extra-duty, benefits costs			$200,745	$0	$434,818	$415,270	$421,039	$381,202	$1,898,854
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$416,913	$0	$1,337,754	$1,345,294	$1,378,964	$1,413,644	$5,892,569

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For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration *Administering a Grant* page.

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 101-920   Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land; Specify purpose:	$0	$0	$0	$0	$0	$0	$0
6299	Contracted publication and printing costs (specific approval required only for nonprofits); Specify purpose:	$0	$0	$0	$0	$0	$0	$0
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$0	$0	$0	$0	$0	$0	$0

Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	QTEL (Quality Teaching for English Learners)	☐	$360,000	$0	$360,000	$360,000	$100,000	$100,000	$1,280,000
2	After School to Achieve - Afterschool programming	☐	$8,325	$0	$16,650	16,650	16,650	16,650	$74,925
3	Greater Houston Women's Chamber of Commerce - Afterschool programming for STEM Classes	☐	$2,500	$0	$5,000	$5,000	$5,000	$5,000	$22,500
4	K-Factor Sports - Afterschool programming for Sports Instruction	☐	$2,275	$0	$4,550	$4,550	$4,550	$4,550	$20,475
5	Photofest - Afterschool for Literacy through Photography	☐	$990	$0	$1,980	$1,980	$1,980	$1,980	$8,910
6	Houston Zoo - Afterschool programming	☐	$425	$0	$850	$850	$850	$850	$3,825
7	Houston Museum of Natural Science - Afterschool programming for Science Camp & Science Dome	☐	$100	$0	$200	$200	$200	$200	$900
8	YMCA - Afterschool programming for Swimming	☐	$1,200	$0	$2,400	$2,400	$2,400	$2,400	$10,800
9	5 Start Academy - Afterschool programming for sports instruction	☐	$1,375	$0	$2,750	$2,750	$2,750	$2,750	$12,375
b.	Subtotal of professional services, contracted services, or subgrants:		$0	$0	$0	$0	$0	$0	$0
a.	Subtotal of professional and contracted services requiring specific approval:		$377,190	$0	$394,380	$394,380	$134,380	$134,380	$1,434,710
b.	Subtotal of professional services, contracted services, or subgrants:		$0	$0	$0	$0	$0	$0	$0
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		$0	$0	$0	$0	$0	$0	$0
	(Sum of lines a, b, and c) Grand total		$377,190	$0	$394,380	$394,380	$134,380	$134,380	$1,434,710

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Via telephone/fax/email (circle as appropriate)   By TEA staff person: _____

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #9—Supplies and Materials (6300)

Amendment number (for amendments only):

County-District Number or Vendor ID: 101-920

Expense Item Description

Technology Hardware—Not Capitalized

	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6399	1	Managed charging cart	Classroom/Student use	5	$2,100	$23,387	$0	$17,182	$17,182	$17,182	$17,182	$92,117
	2	Student Laptops	Classroom/Student use	150	$503							
	3	DELL Laptops	Professional use	5	$1,241							
	4				$							
	5				$	$	$	$	$	$	$	$
6399		Technology software—Not capitalized				$	$	$	$	$	$	$
6399		Supplies and materials associated with advisory council or committee				$	$	$	$	$	$	$
		Subtotal supplies and materials requiring specific approval:				$23,387	$0	$17,182	$17,182	$17,182	$17,182	$92,117
		Remaining 6300—Supplies and materials that do not require specific approval:				$51,782	$0	$87,697	$87,697	$87,697	$87,697	$402,570
		Grand total:				$75,169	$0	$104,879	$104,879	$104,879	$104,879	$494,687

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 101-920

Amendment number (for amendments only):

Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6412 Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	$0	$0	$0	$0	$0	$0	$0
Specify purpose:							
6413 Stipends for non-employees (specific approval required only for nonprofit organizations)	$0	$0	$0	$0	$0	$0	$0
Specify purpose:							
6419 Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	$0	$0	$0	$0	$0	$0	$0
Specify purpose:							
6411/ 6419 Travel costs for executive directors (6411); superintendents (6411); or board members (6419); Includes registration fees	$0	$0	$0	$0	$0	$0	$0
Specify purpose:							
6429 Actual losses that could have been covered by permissible insurance	$0	$0	$0	$0	$0	$0	$0
6490 Indemnification compensation for loss or damage	$0	$0	$0	$0	$0	$0	$0
6490 Advisory council/committee travel or other expenses	$0	$0	$0	$0	$0	$0	$0
6499 Membership dues in civic or community organizations (not allowable for university applicants)	$0	$0	$0	$0	$0	$0	$0
Specify name and purpose of organization:							
6499 Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	$0	$0	$0	$0	$0	$0	$0
Specify purpose:							
Subtotal other operating costs requiring specific approval:	$23,049	$0	$45,473	$41,723	$41,723	$41,723	$193,691
Remaining 6400—Other operating costs that do not require specific approval:	$0	$0	$0	$0	$0	$0	$0
Grand total:	$23,049	$0	$45,473	$41,723	$41,723	$41,723	$193,691

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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RFA #701-15-107; SAS #191-16
2015–2020 Texas Title I Priority Schools, Cycle 4

<budget>5# Texas Education Agency

Standard Application System (SAS)

Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 101-920

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
	6669/15XX—Library Books and Media (capitalized and controlled by library)									
1		N/A	N/A	$0	$0	$0	$0	$0	$0	$0
	66XX/15XX—Technology hardware, capitalized									
2			$0	$0	$0	$0	$0	$0	$0	$0
3			$0	$0	$0	$0	$0	$0	$0	$0
4			$0	$0	$0	$0	$0	$0	$0	$0
5			$0	$0	$0	$0	$0	$0	$0	$0
6			$0	$0	$0	$0	$0	$0	$0	$0
7			$0	$0	$0	$0	$0	$0	$0	$0
8										
	66XX/15XX—Technology software, capitalized									
9			$0	$0	$0	$0	$0	$0	$0	$0
10			$0	$0	$0	$0	$0	$0	$0	$0
11			$0	$0	$0	$0	$0	$0	$0	$0
12			$0	$0	$0	$0	$0	$0	$0	$0
13										
	66XX/15XX—Equipment, furniture, or vehicles									
14			$0	$0	$0	$0	$0	$0	$0	$0
15			$0	$0	$0	$0	$0	$0	$0	$0
16			$0	$0	$0	$0	$0	$0	$0	$0
17			$0	$0	$0	$0	$0	$0	$0	$0
18			$0	$0	$0	$0	$0	$0	$0	$0
19			$0	$0	$0	$0	$0	$0	$0	$0
20			$0							
	66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life									
21				$0	$0	$0	$0	$0	$0	$0
	Grand total:			$0						

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	798		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	7	0.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	788	98.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	783	98.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	714	89.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	50	6.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	170		2014-2015 SBISD Discipline Dashboard Report, pulled 8/13/2015
Disciplinary placements in In-School Suspension	35		2014-2015 PEIMS report #425, code #C105
Disciplinary placements in Out-of-School Suspension	32		2014-2015 PEIMS report #425, code #C105
Disciplinary placements in DAEP	1		2014-2015 PEIMS report #425, code #C105
Disciplinary referrals for Truancy	0		2014-2015 PEIMS report #425, code #C105
Attendance rate		96.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	DNA	DNA	Math standards not yet released for TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	151	51%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	0		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	0		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As of PEIMS Snapshot 2014, Hollibrook Elementary had the largest number (747) of English Language Learners of all the elementary campuses in the district. Those students can be divided into three subgroups, 693 schooled in the US, 14 immigrants schooled in their country of origin or 40 immigrants who are unschooled or have interrupted formal education. Each group has specific needs. Most of Hollibrook's immigrant population is from Central America (El Salvador, Guatemala and Honduras). Immigrant students are tested upon enrollment at the district's Welcome Center to determine their level of reading comprehension and mathematical literacy in their native language. Their transcripts are also evaluated at that time.

To track students' ability to read over time, the district uses the Developmental Reading Assessment (DRA) and its Spanish version Evaluacion Del Desarrollo De La Lectura (EDL) along with norm-referenced testing.

DRA/EDL scores for 2015 at the end of year show that overall the majority (60%) of **Hollibrook's students need more development in READING, especially in ENGLISH.** At PK, 2% needed more development, the other 47 (98%) were at the advanced development level. All of the PK students were tested in Spanish.

In K, 46% needed development, 16% were developing as expected and 38% were at the advanced development level.
In 1st, 49% needed development, 16% were developing as expected and 35% were at the advanced development level.
In 2nd, 64% needed development, 16% were developing as expected and 20% were at the advanced development level.
In 3rd, 88% needed development, 9% were developing as expected and 4% were at the advanced development level.
In grades K through 3rd grade, students are evaluated while reading in Spanish and in English. Disaggregated data shows that students need the most development reading in English.
In 4th, 87% needed development, 5% were developing as expected and 9% were at the advanced development level.
In 5th, 46% needed development, 16% were developing as expected and 38% were at the advanced development level.
In fourth and fifth grades, students are only tested in English. Hollibrook's student 2015 Stanford composite reading scores are among the lowest in the district at 13% in 2nd grade, 8% in 3rd grade, 15% in 4th grade and 14% in 5th grade. **More reading instruction is sorely needed at all grade levels. Extra assistance is needed to support the ability to read at more advanced levels in English.**

Evaluators in the district's Research and Accountability Department have provided us with an analysis of the STAAR results between 2014 and 2015. Reading performance overall is not very strong. Only 48% of students at HBE met the current level 2 passing standard. Performance with the Spanish testers was a little stronger than that of our English testers. The lower performance in English Reading performance can be attributed to the transition of our bilingual students from testing in Spanish in 4th grade to English in 5th grade. The biggest concern in reading is a 20% drop in performance of English testers at the final level two standard. Writing showed healthy growth in 2015. Overall we had 51% of the students meeting the current passing standard. We saw gains of 4-5% in all writing areas when comparing level 2 phase 1 performance from 2014 to 2015. The concern with writing mirrors those of reading where we saw a 6% drop in the performance of students at the final level 2 standard. Science is the lowest performing subject with only 36% meeting the current passing standard. We saw marginal change in the science performance from 2014 to 2015. Special ed students will be a group of concern in the future. The State removed the Modified test for special ed students and replaced it with an online version of STAAR that provides additional support. These tests were not included in State Accountability system this year, but the performance of our students on this assessment was not very strong. They have also replaced the STAAR alt test that assesses 1% of our most challenged students. Previously this test was a performance based test. Version 2 that was administered for the first time this spring, assesses these students on a multiple choice test. Hollibrook's student 2015 Stanford composite math scores are also among the lowest in the district at 13% in 2nd grade, 30% in 3rd grade, 26% in 4th grade and 17% in 5th grade.

Between the 2013-2014 school year and the 2014-2015 school year, Hollibrook's percentage of economically disadvantaged students dropped dramatically from 98.1% to 68.5% on TEA's documents due to SBISD's Child Nutrition Services Department having troubling collecting back the new forms at the beginning of the school year when this data was captured. By May 2015, the number of retrieved forms had risen to 92%.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)			
County-district number or vendor ID: 101-920		Amendment # (for amendments only):	

Part 3: Staff Demographics- Data
Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	65.5		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	45.5	69.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	5	7.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	3	4.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	12	18.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	2	4.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	34	74.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	8.5	18.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	7	15,3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	7.5	16.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	18	39.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	5	11%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	8	17.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	47,569		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	48,199		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	49,409		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	54,472		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	65,626		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	26	27.08%	MUNIS report generated 8/17/2015, SBISD Financial Software
Staff with Bachelor's degree as highest level attained	54	56.25%	MUNIS report generated 8/17/2015, SBISD Financial Software
Staff with Master's degree as highest level attained	16	16.67%	MUNIS report generated 8/17/2015, SBISD Financial Software
Staff with Doctoral degree as highest level attained	0	0%	MUNIS report generated 8/17/2015, SBISD Financial Software

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Part 4: Staff Demographics- Comments
Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Since Hollibrook Elementary has had a predominantly limited English speaking/Spanish speaking student population, Hollibrook's staff has been predominantly bilingual. Bilingual teacher positions have been historically difficult to fill. So not all of the bilingual teachers are good role models for speaking the English language. Many of the bilingual teachers hired in recent years have very thick accents. To meet the need of hearing English spoken, Hollibrook with use appropriate computer software with headsets to assist in developing students' and parents' language skills.

After the removal of Hollibrook's current principal was announced in April 2015, 17 out of Hollibrook's 45 teachers (38%) resigned. All positions have been refilled as of this writing.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)														
County-district number or vendor ID: 101-920								Amendment # (for amendments only):						

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
43	132	154	113	126	129	101	0	0	0	0	0	0	0	798

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
13	27	27	27	28	27	26	0	0	0	0	0	0	0	148

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

First of all, while reading the program guidelines, the SBISD Director of Grants noted that there are approximately five grants to be awarded and that there were two priorities for funding. First, TEA will award 20 points to campuses that have been rated *Improvement Required* in the 2014 & the 2015 Accountability Ratings. **Hollibrook meets TEA priority #1.** Second, TEA will award a maximum of 20 points for campuses that select the Texas state-designed or early-learning model. Since Hollibrook is an elementary school, the early-learning model was reviewed and discussed in detail by the Directors of Grants and Early Childhood Education. It was determined that this model was a good fit. **Hollibrook meets TEA priority #2.** The good fit means that Hollibrook currently offers full-day PreK and Kindergarten classes. The advantage to already having a full day Kindergarten and Pre-Kindergarten programs in place means that the district will NOT have a problem sustaining the chosen model throughout the five year grant period and beyond. Resources spent to improve the quality of the K and and PK programs at Hollibrook will be a wise investment of funds.

Fully dedicated to early learning, SBISD Board of Trustees insisted on its administrative and instructional staff building curriculum and cooresponding assessments based on the best known model in the world. In further support of its commitment to early learning, in 2001, the Board authorized bonds to be used to build four Early Childhood Centers for three and four year olds and later added a fifth center. All of the district's four year olds are eligible and encouraged to enroll in the district's PK program. Under the director of the Board of Trustees, SBISD's Research and Accountability Department has tracked student achievement for all students who had preschool education and remained in SBISD. The data proves that students with quality preschool education were more advanced academically in reading and math then their peers and that they retained that academic headstart every year that they were in Spring Branch. Hollibrook Elementary, on the other hand, is a classic example of how even the best model with highest quality curriculum will not produce results if all the Critical Success Factors that TEA has identified and required campuses to address on Schedule 17 are not in place. The core planning team has addressed all seven Critical Success Factors.

The Early Learning Intervention model requires the principal who led the school prior to the commencement of the model to be replaced. The district announcement the replacement of Hollibrook's principal in April of 2015 with Karen Liska. This will be the fourth school that Karen will turn around. She is an outstanding role model for the principal's role in turning around a campus as articulated in this application. An investment in Karen's leadership will be one that is not wasted. The knowledge acquired will serve Texas and the nation on how to turn around a school with existing staff through high expectations, time management, use of data, targeted staff development and a constant feedback loop.

Spring Branch ISD has a decentralized system when it comes to how a principal runs a campus. In fact, normally, the staff at the school, parents and community members are allowed to choose their own principal. This has not been the case for Hollibrook Elementary. The Superintendent strategically chose Karen based on her past experiences in successfully turning around schools and placed her at Hollibrook with her data instructional specialist.

The Director of Grants, The Director for Early Childhood Learning and Principal Liska all reviewed the criteria for the Early Learning Model. After much discussion, it was decided that SBISD would be able to commit to and met all criteria in the model in the Spring Branch way if TEA would allow a waiver to Criteria 14 "Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! Child progress monitoring assessments with pre-kindergarten students." In FAQ #C-1, TEA replied that a waiver was possible if the district's current program meets or exceeds the Texas School Ready! And CIRCLE Assessment System. SBISD PK & K program does. For SBISD, it does not make sense for any one of SBISD's 26 elementary schools to use a pre-K and K curriculum and assessment that is different than the rest of the district. SBISD's PreK programs are successful on other SBISD campuses with similar demographics. The new principal Karen Liska, two assistant principals and one data instructional specialist will form the core campus team for conducting data analysis and needs assessments, setting goals and determing interventions which they have been doing daily since June 15. Their finalized Campus Improvement Plan was a resource for this application. The Director of Grants also interviewed Karen Liska prior to completing this grant application.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ Transformation

    ☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☒ Early Learning Intervention Model

☐ Turnaround

    ☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Early Learning Intervention Model was chosen for the following reasons:
1. Hollibrook is an elementary school.
2. Hollibrook has a full-day pre-K and Kindergarten program already in place.
3. The principal and one assistant principal were replaced at the end of the 2014-2015 school year.
4. The other models did not fit for various reasons.

The transformation model was a second choice. Element 1E somewhat aligns with the district's leadership pipeline underdevelopment, but not totally. The use of an instructional program mentioned in element 2A does not align with district philosophy. In regards to element 3A, the prior principal had already increased learning time through after school and summer programs and had developed community-oriented schools through multiple community partnerships but scores did not increase. Regarding element 4A, the district central administration is reluctant to give principals operational flexibility because of the challenge of providing cost efficient services to all district schools simultaneously. The Texas State-Design model focuses on high schools and this is an elementary school. The Turnaround Model was not viable for similar reasons as the transformation model. Also, the new principal previously transformed the low-performing middle school she was at without changing staff. As it is, Princial Karen Liska filled 17 new positions for 2015-2016 that were vacated due to attrition. The Whole School Reform Model was not viable as previous attempts to implement a whole-school reform model within the district has met with limited success. The restart model is not viable at this time as the district has already contracted with a CMO for instruction at the middle school that all Hollibrook students will attend. The CMO has had a turnover of staff and is struggling to produce quantifiable results. The closure model is not viable. The district raised bond money in 2007 to rebuild this school. The current building is a beautiful, state of the art, 105,000 square foot facility located in the heart of a residential area densely populated with children. The original school was built in 1957. The new Hollibrook was built on the same property starting in 2008 with a capacity for 800 students. It reopened in August 2010.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

One hundred percent of Hollibrook's students attend Northbrook Middle School (NMS). So to engage student families Hollibrook's new principal Karen Liska held a "Meet and Greet" event on July 16 from 3 - 4 pm in collaboration with NMS's new principal, Sarah Guerrero. Staff invited student families twice via a call out system. In the message, it stated upfront that Hollibrook staff would be showing their appreciation for attendance with ice cream. There were 125 parents who attended. After the principals introduced themselves and their new administrative teams, they reviewed the basics of what parents typically want to know (hours of operation, dress code, academic and behavioral expectations, bus routes, parent pick up procedures, etc.) This was followed by a question and answer session. The Community in Schools Case Manager was there to assist with addressing any questions relevant to student needs outside of what schools typically provide. Then parents were asked for their input. The principal asked them two key questions. The first was "What are the things that you really like about Hollibrook?" The second was "If they were any things that you would change about Hollibrook, what would it be?" The parents spoke among themselves to clarify their ideas, then wrote their responses on sticky notes, which they then stuck under each question. It was a quick way to gather a lot of feedback in a short amount of time. A teacher volunteer then typed up all the responses and categorized them by topic to make the feedback easier for the leadership team to discuss, digest and reflect before deciding on action steps. The leadership team consists of the principal, the two assistant principals, the data instructional specialist and the instructional specialists. The components that parents appreciated and wanted to keep in place included afterschool and summer programming, library nights, tutoring and parent education programs. Parents showed appreciation for teachers who worked hard, were nice and cared about children and their futures. The areas in which the Hollibrook parents wanted improvement were in the quality and quantity of staff-parent communications (especially teacher – parent communications), quality of instruction and classroom management/student discipline, improvements in various school procedures, healthier cafeteria food and more playground equipment. Project planners took this input into consideration when selecting the Early Learning Intervention model by making a particular note of the comments that came from PreK/K parents.

To gather input from community members, the principal and members of the instructional leadership team met individually with key partners (Memorial Drive and United Methodist Churches) who recruit volunteers to work at Hollibrook and those (Boys and Girls Club and Spring Spirit – "Baseball and Soccer") that provide services to Hollibrook students during non-instructional time. In the future, the main way that the principal will gather input from parents and community partners will be through representatives on her Campus Improvement Team. She will sit with community partners during volunteer/partner appreciation events to chat informally and met them in her office as needed. She will also gather feedback from parents through the various parent engagement events including parent/student assemblies, curriculum nights, STAAR night, performance night, Iowa/Logramos data night, Literacy/library night and Coffee with the Principal. During Parent/Student Assemblies, staff will award certificates to students for A's and B's. Additionally, Hollibrook will implement the Latino Family Literacy Project (LFLP) for English Learners. The literacy programs and training workshops are designed to establish family reading routines for Spanish- and English-speaking parents and their children. The Project introduces the teachers to a language acquisition method and a step- by-step literacy instruction process (that will reinforce methods QTEL provides). It involves family reading for Hispanic parent involvement, vocabulary development, and English-language development for parents and their children. Each of LFLP's age specific programs engages the parents in reading with their children, reflects the experiences of Latino families, and is centered on universal themes. All materials, books and curricula used are bilingual and in a simple format. Educators will teach parents how to teach English language and Spanish language skills that support what the children are learning in school. The LFLP has multilevel English language lessons for English Learners. Parents in another district school report that this program helps them with their English as well as helping their children. Each program has a built-in evaluation process to measure the success of what the parents learned in class and includes at home skill-based activities for parents and children that support the state standards for each specific age group.

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Schedule #14—Management Plan

County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)-	To supervise, support and provide direction for Hollibrook's principal with a focus on strengthening and evaluating leadership practices that effectively improve teaching and learning. (In SBISD - Associate Superintendent for School Performance.)	Master's Degree, a valid administrator certificate, 5+ years of directly related experience, demonstrated success as a campus leader, knowledge of PK-12 district organizations, operations, policies, goals and objectives.
2.	Principal	Responsible for changing the culture of the school to a data driven one. Provide leadership to the campus to achieve whole campus change.	Master's Degree, valid Texas Standard Principal or Mid-Management certification, current certification in ILD PDAS, 3 years experience as a classroom teacher, and in an administrative role.
3.	Assistant Principals	Assist principal in ensuring high standards of instruction and a focus on successful achievement for all students, participation in the development and evaluation of educational programs.	Master's Degree, a valid Principal or Mid-Management certification, current certification in ILD and Professional Development and Appraisal System. 3 years as a classroom teacher.
4.	Data Specialist/Grant Program Manager	Continuously collect, organize and communicate data patterns in a timely manner. Collaboratively plan and implement appropriate staff development.	Bachelor's Degree Required. Master's Degree preferred. At least 3 years of successful classroom teacher experience. Successful staff development instructor.
5.	Instructional Specialists	Analyze student data with administrative team and plan appropriate instructional interventions. Consult with teachers on strategies and use of resources. Promote staff development opportunities.	Bachelor's Degree Required. Master's Degree preferred. At least 3 years of successful classroom teacher experience. Broad range of current instructional knowledge.
6.	Communications Specialist/Intervention Specialist Coordinator	Listen to parents and distill their messages for teachers. Provide written and oral professional communications in English and Spanish for all staff.	Professional Support Staff. Bachelor's Degree Required. Master's Degree preferred. Bilingual English/Spanish Required
7.	Out of School Time Learning Coordinator	Plan, budget, coordinate and evaluate afterschool and summer programming, library nights, tutoring and parent education programs.	Bachelor's Degree Required. Master's Degree preferred. Prior successful out of school time learning program coordination preferred.
8.	1 PK Teacher & 1 PK Paraprofessional	To bring the class size down to no more than 20 to 1 and to bring the child-to-instructional staff ratio down to 10 to 1. (SBISD currently has a 24 to 1 child-to-instructional staff ratio.)	A teacher with a bacherlor's degree in early childhood education or in any field with a state-approved alternative pathway. A paraprofessional with an Associate's Degree.
9.	Grants Accountant/Bookkeeper	To document, process and track all planned expenditures. To reconcile actual expenditures monthly. To assist in the coordination of funding.	Bachelor's Degree in accounting or at least five years of experience in bookkeeping. Strong interpersonal, organizational and communication skills.

Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	QTEL (Quality Teaching for English Learners)	To provide a research-based professional development program for educators devoted to improving their capacity for supporting the linguistic, conceptual, and academic development of English language learners. Develop campus leadership and capacity for sustainability. This multiple year process including workshops, on-site disciplinary coaching, guided observations, one-on-one consultations, on-line and distal learning and support including webinars.	The QTEL team is comprised of thirteen members, all of them specialists in the development of teacher expertise in scaffolding instruction for ELLs. All program staff have advanced degrees in their fields and extensive teaching and curriculum development experience, experience in providing standards-based professional development, and facility in working collaboratively with diverse educators in a range of educational settings.
2.		The district's Director of Bilingual/ESL Education recommended the QTEL program because it <u>addresses language acquisition and literacy development simultaneously</u>.	Newcomer advisory team members visited a school in Fort Worth who was sustaining the QTEL model. ELL students at all levels of language development were <u>engaged in rigorous instruction regardless of content.</u>
3.	Latino Literacy Project (latinoliteracy.com)	To provide staff development for parent involvement for English learners. To train a cadre of Hollibrook educators to start and maintain a family reading program in both English and Spanish that addresses the need of the child regardless of a it's age (infants & toddlers, preschool, elementary and secondary students.) This is presented in a one day workshop or via a webinar.	The district's bilingual Texas ACE Family Engagement Specialist recommended this program. It has already been piloted at another district elementary school with similar demographics for the last three years. The parents find the stories <u>engaging</u> because they can relate to them. <u>The reading materials are in both English and Spanish.</u> It is a family literacy program.
4.	A Variety of Afterschool Providers	To provide supplemental instruction during valuable out-of-school time that align with Hollibrook's goals.	Annually the district's Purchasing Department goods out for bids and publishes a list of after school providers that schools are allowed to use. The list changes from year to year. An example of a qualification is $1,000,000 worth of liability insurance.
5.			
6.			

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Principal Karen Liska knows that school reform is hard work. It takes lots of hours of conversations dedicated to focusing on student instruction and success along with teacher staff development. The conversations must focus on student learning, assessments, readjustments to instruction following assessments, promoting quality instruction and changing the campus climate. The campus climate must change physically and mentally. Staff must earn the respect and trust of the parents and the community. Former SBISD Superintendent Duncan Klussmann hired Karen is 2007 after she had successfully turned around Beneke Elementary School in Spring ISD. He placed Karen at Thornwood Elementary in Spring Branch ISD. By the end of 2010, not only had Karen turned around the school, her peers gave her the distinct recognition of Elementary Principal of the Year. Her replacement has worked hard to reinforce the strong school culture that Principal Liska established. She sustained a high level of student achievement at Thornwood. In 2010, Dr. Klussmann gave Karen another challenge. He placed Karen at Spring Woods Middle School believing that she could stop the steady decline of the test scores. Not only did she stop the decline, she turned the school around. In 2013, her peers elected her SBISD Secondary Principal of the Year. At the time, the majority (91%) of SWMS's students were on free and reduced lunch. About 40% were English language learners. In 2015, Dr. Klussmann selected Karen to be principal of SBISD's lowest performing school, Hollibrook Elementary. This occurred two weeks before the start of SBISD's newest Superintent Dr. Scott Muri. Scott Muri is formerly the Deputy Superintendent of Academics for Fulton County Schools in Atlanta, GA. He has a long history of successful educational leadership, well-defined by multiple quantitative measures in a variety of domains. A second strength of Dr. Scott Muri is his human capital leadership. Under his leadership he has developed and implemented a multi-modal comprehensive professional development plan for teachers and leaders. Dr. Muri believes that by investing in our educators, we will attain success for our students. His resume lists quantified improvements in graduation rates, test scores and student growth measures. His first action as superintendent was to post the position of Associate Superintendent for School Performance, which was filled by Mr. Tyler Ream. Tyler Ream will serve as the district's Coordinator for School Improvement. Tyler's duties and responsibilities relevant to this grant will include supporting and supervising Karen. He will evaluate her performance, coach her and further develop her leadership. He will conduct regular campus visits. He will review Hollibrook's Campus Improvement Plans and goals, and continually assess Hollibrook's student achievement progress. All three leaders (Scott, Tyler and Karen) are totally committed to the ultimate goal of quality instruction for 100% of Hollibrook's students. Scott and Tyler are very results oriented. They will support Karen and her ultimate successor to make sure that Hollibrook's school culture is permanently changed and remains focused on student academic achievement.

The Center for Reform of School Systems wrote a case study on Hollibrook's new principal Karen Liska in 2014. In 2010, Karen Liska was assigned to Spring Woods Middle School (SWMS). At that time, SWMS had missed AYP and was in Stage 1. Principal Liska was required to write a campus improvement plan and to allow students to transfer to other schools. By 2013, the students had met AYP and SWMS was no longer under government sanctions. Under the State's new accountability system, SWMS now "met standard" and even received distinctions in language arts and in student progress. In social studies, scores rose from 36% in 2012 to 54% in 2013. In science, scores went from 66% in 2012 to 80% in 2013. In writing, in 2013, SWMS surpassed both district and state averages. Every eighth grade SWHS who took Algebra I passed the end-of-course test. In 2014, the scores dipped, but SWMS still met state standards and had even earned distinctions for academic achievement in math and science as well as ranking in the top 25% of schools for closing performance gaps. Aside from academics, a 2014 faculty survey called the Organizational Health Inventory for Secondary Schools, which evaluates teacher morale, resource support, and other factors affecting climate, found that the overall health of the school, at least from the faculty's perspective, was "very high" and well above the district average. Another survey, the Tripod, showed relatively high levels of student satisfaction with their teachers, comparable to the district results as a whole. By the 2014-2015 school year, enrollment had increased from 850 in 2010-2011 to 920 in 2014-2015.

The district's Plan A is for Karen Liska, Hollibrook's new principal, to mentor and prepare her two assistant principals to become successful principals. In her career, Karen has mentored a total of five assistant principals. Four are currently successfully principals. The fifth is capable of being a successful principal, but chooses not to follow that career path at this time. Plan B is to hire a suitable replacement that can sustain the revitalized school culture.

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| Schedule #14—Management Plan (cont.)	
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Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The main element of our project is research-based professional development for educators to be provided through WestEd's Quality Teaching for English Learners initiative. This model is devoted to improving capacity for supporting the linguistic, conceptual, and academic development of English language learners and all other students needing to develop academic uses of English. QTEL's approach is grounded in sociocultural theory and empirical research regarding effective teaching practices for ELLs. The program offers an affirmative "pedagogy of promise" (Walqui& van Lier, 2010) that explicitly taps into and builds upon student resources for simultaneous linguistic and academic development. QTEL's program specifically addresses fostering students' abilities to read, write, and discuss academic texts in English across the disciplines in rigorous courses. As part of its central pedagogy, QTEL promotes the use of highly supported, carefully scaffolded tasks that raise student achievement through amplification and enrichment of the linguistic and extra-linguistic contexts of learning and engaging students in substantive intellectual activity. The QTEL model has a particular focus on students who need to develop the academic uses of English, whether they are English language learners or other students who are underprepared for challenging academic work.

Quality Teaching for English Learners
Theory of Action
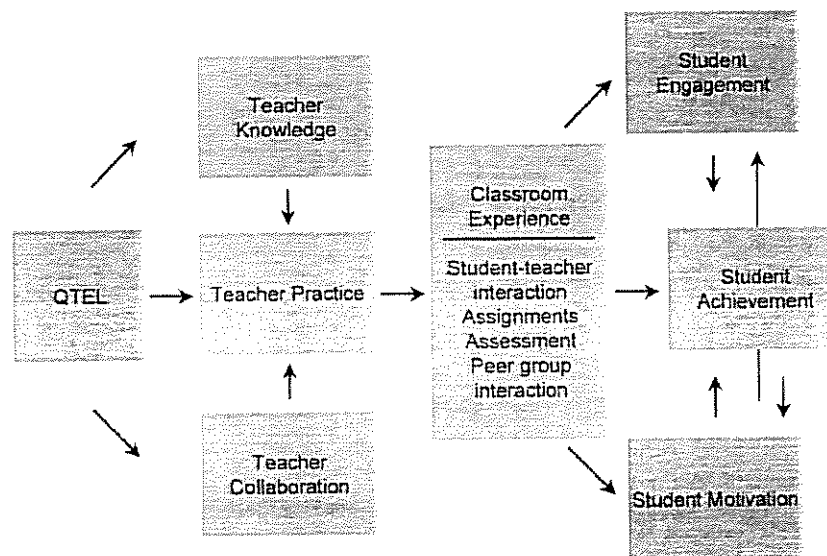
To reach the ultimate goal of improving student achievement, QTEL focuses first on teachers and the school leaders who support them. Changing teachers' classroom practice entails transforming beliefs about what it means to teach with rigor. Too often, having high standards means blaming students if they do not reach those standards with individual and, often, independent efforts. Instead, QTEL's professional development helps teachers develop disciplinary and pedagogical content knowledge about how to support all students' conceptual and linguistic understanding of substantive disciplinary ideas. QTEL instructors calls this kind of instruction "high challenge" and "high support." It changes the classroom experience for students through instructional practices that increase their control of learning, their motivation to learn, and their academic identities. When students are engaged in learning, they will feel competent, will be motivated, and will finally achieve. SBISD's Director of Bilingual/ESL recommended QTEL and commits to supporting it. Hollibrook will develop its own cadre of QTEL Instructors. QTEL Professional Development with be sustained by educators, the Communities in Schools (CIS) Case manager and families trained through the Latino Family Literacy Project. Title I funds will sustain the after school program. Title III funds will sustain the summer program. The district will continue to fund a full-day Pre-Kindergarten and Kindergarten program.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The new principal has already formed a campus instructional leadership team consisting of the principal, two assistant principals, an interdisciplinary coach (i-coach), a data instructional specialists and three interventionists. All of them lead discussions about data and how to improve instruction, sets goals, milestones and critical measures. Through them, Principal Liska schedules and sets the high expectation of quality use of instructional time. One of their first collective tasks was to gather and study Hollibrook data. They reviewed the three goals (required by the district) set by the previous campus instructional leadership team and found that the goals did not address instruction and were not measureable. The first task undertaken was to rewrite the goals. The process used to set the goals was for each teacher on each grade level team to provide color-coded baseline data for each of their students on a data wall. The data included DRA (Developmental Reading Assessment) scores, math assessments results, observation survey results and STAAR scores. This data was compared with the academic standard needed by the end of the year at each grade level to create a smooth transition into the next grade level. Then interim milestones were set. Teachers along with the campus instructional leadership team will monitor the progess for all students monthly. As patterns develop, the instructional team will either provide additional staff development or provide targeted small group instruction or both. Principal Karen will keep a spreadsheet to track all teachers and all students throughout the year. This will be an annual process that Karen has developed over time at other schools that she has turned around (Beneke Elementary, Spring ISD; Thornwood Elementary, 2007-2010, SBISD, Spring Woods Middle School, 2010-2014, SBISD) "Karen's core belief is that it does not take five years to turn around a school. All stakeholders (students, parents, campus staff, central office staff, parents, community parents) need to see results after the first year. "

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Hollibrook will have a "new normal" of being a data driven campus. The focus will be on student achievement and on outcomes. If Hollibrook's leaders and teachers are participating in targeted staff development and not applying what they learned, the time and money spent on the professional development will have been wasted. Principal Liska will demand that student mastery of the curriculum be meaningfully planned for in advance by implementing the strategy of "backward mapping" by all teachers at the level of classroom instruction. "Backward mapping" means that the teachers will study the materials on standardized assessments and plan their lessons to prepare children for these assessments. To track student achievement at the elementary school level, the district uses a variety of standardized assessments to inform instruction. For PK – 5, all students' reading fluency and comprehension is tracked three times per year by the DRA (Developmental Reading Assessment) and EDL (the Spanish version of the DRA). This assessment measures whether students are at, above or below their grade level. For grades PK-2, teachers are required to use Observation Surveys and Math Assessments to measure student development in numeracy, inclusive all all age appropriate mathematical concepts. The School Board requires a nationally normed standardized test be given to all 2nd, 3rd, 4th and 5th graders. In 2015-2016, it will be the Iowa & Logramos. For grades 3-5, the district uses the STAAR tests. Principal Liska will require all teachers to go above and beyond the practice of simply measuring the level of achievement that students have attained. She will require teachers to make use of the data to inform instruction. She will insure that teachers are trained to create meaningful interim assessments to check for understanding as each new number, word or concept is taught. The results of assessment will be brought to grade-level planning meetings where they will be discussed by teachers under the leadership of an instructional specialist. Principal Liska and her assistant principals will attend these meetings and join the discussions to enforce the importance of addressing the needs of EVERY CHILD. The classroom level assessments will include but not be limited to "Exit texts", campus and district "Benchmark exams. Teacher professional development will be entered into and tracked at the district level in its learning management system (currently Eduphoria). During teacher appraisals, Principal Liska will discuss with teachers the importance of shoring up weaknesses because "We can not afford to let another cohort of students pass through our hands without giving them the education they deserve." She will document during appraisals the types of professional development required to be implemented and mastered by teachers in order to continue teaching at Hollibrook. Teachers who do not demonstrate results will be dismissed and encouraged to find employment elsewhere.

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Schedule #15—Project Evaluation (cont.)

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Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

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Hollibrook's Instructional Leadership Team ("The Team") responsible for assessing the effectiveness of programs activities and interventions on an ongoing basis includes the Principal, Assistant Principals, Instructional Coaches, Teachers and Interventionists. Teachers will keep **data binders** where they will collect a variety of data about student learning. Teachers will use student data analyses to guide instructional change. State of classroom data conferences will be held with principal/instructional coach in October, January, and March. Student Success Committees will be established when required. Interventions will be planned for grades 2-5 beginning October through May. "The Team" will use TELPAS scores and the number of students exiting the program to evaluate the effectiveness of QTEL's professional development and support on the use of English language sheltered instructional strategies in all content areas. "The Team" will use performance on benchmarks, DRA/EDL scores, performance on practice STAAR and STAAR tests to evaluate the success of having all campus teachers providing structured interventions to small groups of students in K-5th grade who are not meeting expectations from October through May. "The Team" will use performance on benchmarks, performance on practice STAAR and STAAR tests to evaluate the success of teachers using the Mentoring Motivation series to build stamina and support students with test taking strategies. Classroom teachers will monitor student tracking folders as students track their progress towards goals during tutorials. Specific goals will be set for each student based on TEKS missed on STAAR, DRA and math assessments. "The Team" will monitor the effectiveness of the parent education/engagement events through the number of events/classes held, attendance rosters and event/class evaluations sheets. The counselor will evaluate the effectiveness of the Positive Behavior Instruction and Support (PBIS) professional development (in particular the use of CHAMPS), through attendance rosters and decreases in office referrals and write-ups. CHAMPS is an outline for class management expectations for every activity. "The Team" will monitor the effectiveness of PBIS, through the decreases in the numbers of office referrals and results of PBIS surveys for teachers and students. The principal and staff will evaluate the success of the school vision that will be drafted, posted in every classroom and recited daily by staff and students by a decrease in misbehavior and an increase in Hollibrook's Organizational Health Inventory. The team, plus the counselor and the CIS Case Manager will monitor the increase in student knowledge of colleges through the end-of-year individualized T-2-4 goals. T-2-4 goals refers to students plans after graduating from high school (going to college, into the military or earning a technical certificate). "The Team" will monitor the impact of QTEL training on balanced literacy components (guided reading, comprehesion toolkit, word study and vocabulary enrichment, genre studies and project based learning) through mid- and end-of-year DRA/EDL results, benchmarks and Iowa/Logramos results. The principal, AP and Campus Improvement Team members will annually conduct SPED, G/T, LEP and ESL programs evaluations utilizing student performance data (TELPAS, STAAR results, and percentage of students exiting the LEP program by the 5th grade.) The principal and APs will monitor the progress of students failing to meet Student Success Initiative promotion requirements in the previous year through data conferences, data binders and Student Success Committees thus evaluating the impact of various supplemental materials and services. The librarian will monitor the effective integration of technology into rigorous curricula that is aligned to the TEKS and STAAR exams through lesson plans and staff development records (attendance and evaluations). The counselor, the Communities in School Case Manager and the classroom teachers will monitor the impact of drug/violence prevention/activities (such as Red Ribbon Week) through attendance rosters. The Counselor, the Campus School Health Advisory Council (CSHAC) Coordinator, the Communities in Schools Case manager and the PBIS Coordinator will evaluate professional development on social/emotional development through meeting agendas and attendance rosters. The Campus SPED teachers, classroom teachers, assistant principals and diagnostician will monitor and evaluate least restrictive environment ratio through IEP paperwork. They will develop campus capacity to support inclusive programming for students with disabilities. The Librarian, Principal, Icoach, APs will monitor effective instruction through classroom walkthroughs and observations. The Icoach, mentors/buddies, Data Instructional Specialist will monitor support for new teachers through a survey. The counselor will conduct the annual G/T evaluation and report the number of students identified as G/T. An AP, icoach and classroom teachers will evaluate lessons for differentiated instruction meeting G/T student needs. The CSHAC coordinator and the CSHAC will evaluate how well CSH was implemented by measuring the completion of goals. The principal will monitor the increase in parent participation and attendance at the annual Title I annual meeting through sign-in sheets and parent compacts. All staff are expected to reflect upon and respond appropriately to data so that goals are met.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:
- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

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To select the highest-quality and best-fit external providers for Hollibrook, project planners sought direction and guidance from the Associate Superintendent of Teaching and Learning, the Director for Early Childhood Learning, the Director of Bilingual/ESL and the district's Family Engagement Specialist. These key adminstrators advised us how to align Hollibrook's instructional model with the direction that the rest of the district is headed, so that it would be supported and sustained over the long-term. They had already screened staff development providers and done the necessary background research to check with colleagues who have used the same consultants.

Since Hollibrook's population is 90% English Language learners who are scoring as needing more development on reading assessments after successful completion of their PK program, the Director of Bilingual/ESL recommended WestEd's Quality Teaching for English Learners (QTEL) Initiative. In 1999 - 2000, WestEd created the Quality Teaching for English Learners Initiative under the direction of Aida Walqui, Ph.D. Over the last fifteen years, QTEL has become nationally recognized for improving the quality and capacity of teachers of ELs throughout their careers. Both internal and external evaluations of their sustained work with districts over the last decade demonstrate evidence of positive gains resulting from our professional development activities. These outcomes include increased teacher pedagogical knowledge, increased academic expectations for ELLs, positive changes in classroom practice, and achievement gains for all students, with narrowing of the achievement gap between ELs and other students (see Farr, 2006; Grossman, 2009 for external evaluations, and QEIP, 2012 for an agency evaluation).

During the 2014-2015 school year, the Director of Bilingual/ESL led a cross-departmental/campus advisory team to study possible solutions for addressing the needs of unschooled immigrants and immigrant students with interrupted formal education. Sub-committee members visited classes in several school districts to be able to better compare models. The best fit for high-quality education was the QTEL model observed in Forth Worth ISD. High expectations and quality instruction was observed across classrooms. The key attribute that produced those results was an investment in high quality staff development on scaffolding students' acquisition of content and language to meet rigorous standards regardless of the level of schooling the student experience previously.

The Family Engagement Specialist recommended the Latino Family Project. The program encourages family reading. Katherine Del Monte is the trainer for all staff development workshops and webinars for The Latino Family Literacy Project. Del Monte earned her M.A in Human Development with specializations in bicultural development and biliteracy and has worked as an expert consultant for educational programs throughout the USA. She was adjunct faculty at Pacific Oaks College where she taught Sociolinguistics and The Development of Bicultural Children. She has taught ESL, parenting classes in the court appointed system, was a preschool program director, supervised home visitation programs, and created teen parenting programs. Katherine's main focus continues to be bridging the educational gap by providing teachers who work with Latino parents practical, hands-on programs to improve literacy, vocabulary and reading skills using current research to guide her curriculum.

When providers with professional expertise are selected, Barbara Robillard, the Director of Purchasing, requires us to document the expertise and experience of the external providers. She personally approves contracts of $10,000 or more. Contracts of $50,000 or more require extensive documentation and subsequent approval by the Board of Trustees through the district's Purchasing Department. External providers must either complete and sign a district contract or submit their own contract which is reviewed and negotiated if necessary by staff in the Purchasing Department. The Director of Purchasing and her staff conduct a risk-assessment relative to the contract and require certain safe-guards be put in place, such as procedures for resolving disputes or terminating the contract if necessary. If adminstrators can convince Barbara that the final selection was done thoughtfully, wisely and in the best interest of the students, her staff process with issuing a purchase order to the external provider or proceed with the proper documentation to seek Board approval. When appropriate, we go out for bid.

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:
- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed schedule to regularly review external provider performance is during the actual delivery of services. Educators receiving services will be asked to evaluate the services and provide feedback to the principal. The principal will share and discuss the feedback with the Campus Improvement Team so that parents and community members as well as staff can give their input on this hugh investment of time and money. The campus/district personnel responsible for oversight and management of providers includes Principal Karen Liska, Director of Grants Julie Hodson and the Director of Purchasing Barbara Robillard, each of whom are approvers on the grant budget. The principal will be very clear and direct when she communicates her expectations of the external service providers. The principal is an expert at this. If services are not delivered as expected, she will first check for miscommunication of her expectations. She will identify what the core problem is and take appropriate action. For example, it may just be one of the many expertly trained consultants that work for QTEL needs to be replaced. If issues can not be resolved, she would contact the Director of Grants for advice on the necessary steps to replace the external provider within grant guidelines. The Director of Grants will consult with the Director of Purchasing and with her TEA grant program manager and provide the principal the necessary support to take action. The process/instruments used to measure and monitor success of providers is constant monitoring and evaluation. Feedback will be collected in a variety of formats including, but not limited to, formal written evaluations, face to face conversations with individuals, grade level teams or the faculty as a whole. The corrective actions or additional supports utilized to improve provider performance clear, consistent and ongoing communications. The principal will share the feedback she collects from the staff and from the Campus Improvement Team with the external evaluators. The criteria for removing a low performing provider who be that they are not fulfilling the scope of work articulated in the written contract between the provider and the district. If after multiple attempts to remedy the situation, the Principal decides that it is in the best interest of Hollibrook's staff and students to discontinue the contract, she will give the provider thirty days written notice that she is terminating its services.

There is only one major external provider planned, which is WestEd for its QTEL (Quality Teaching for English Learners) Initiation. Having one major provider with experience coupled with an experienced school turnaround principal simplifies things greatly. The Quality Teaching for English Learners Initiative is part of the Teacher Professional Development program at WestEd. WestEd is a preeminent non-profit, public research and development agency, employing 780 employees. Over the past 4 decades, WestEd has been a leader in moving research into practice by conducting research and development programs, projects, and evaluations, providing training and technical assistance, and working with policymakers and practitioners at state and local levels **to carry out large-scale school improvement and innovative change efforts**.

Hollibrook's Instructional Leadership Team will planning for high quality use of time to ensure smooth delivery. During the grant planning phase, QTEL's Assistant Director of the Teacher Professional Development Program provided us with a copy of the plan for Hollibrook to become a QTEL Lighthouse School over the course of the next three years. The plan lists the major activities in chronological order by year. So to implement the plan, the Hollibrook instructional leadership team will add the dates and times during the planning phase into their campus plan. At the end of the QTEL's plan are five key school commitments. The expectations align with the strategies that Principal Liska is putting into place. They include, but are not limited to, providing common planning time, monitoring implementation regularly through observation, walkthroughs, and instructional rounds. During the last two years of the grant, Hollibrook's Instructional Leadership Team will shift its focus to the "QTEL Apprenticeship Model". In this model, the best of Hollibrook's educators will become certified QTEL instructors so they can continue providing tailored professional learning opportunities for current and future staff. This way Hollibrook can sustain the knowledge and expertise its teachers acquired inspite of teacher attrition.

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Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	
1.	Director of Grants to Get Board Approval of the Grant Award for July 1, 2016 to July 31, 2016 expenditures.
2.	Director of Grants sets up the budget and approval processes through the Finance Department and get job descriptions written, edited and posted through the Human Resource Department.
3.	Assistant Principals to arrange for the set up of office spaces with desks, phone and printer access.
4.	Director of Grants to facilitate the ordering of technology and materials through the campus administrative assistant.
5.	Director of Grants to assist the Principal in interviewing and submitting ESMs to hire staff. Principal to continue to meet with and train staff.
6.	Campus team to attend Orientation and Technical Assistance meetings through the TEA office as they are scheduled.
7.	Director of Grants to facilitate the contracts with external providers in collaboration with the principal and the campus administrative assistant.
8.	Principal, Grant Program Manager and Out of School Time Coordinator begin out of school time activities with identified students including Saturday STAAR Camp and After-School instruction and tutoring.
9.	Director of Grants to assist with the training of the Grants Accountant/bookkeeper in the planning, tracking and reconciliation of the budget.
10.	Director of Grants to facilitate the assigning of passwords and training for the various data management systems.
11.	Director of Grants to assist the principal in finalizing a staff development timeline.
12.	Principal and Grant Program Manager to schedule and coordinate QTEL Build the Base Institute.
13.	Existing administrative and instructional teams mentor new hires and assign them significant work.
14.	Prepare and submit quarterly grant reports to TEA.
15.	The Director of Grants gets Board approval for August 1, 2016 to July 31, 2017 expenditures.
16.	Director of Grants sets up the budget and approval processes through the Finance Department for August 1, 2016 to July 31, 2017 expenditures.
17.	The Director of Grants notifies the Finance and Human Resources Department of the continuing employment status of all grant funded employees.
18.	The Director of Grants assists the Principal with meeting the district's year end fiscal management deadlines.
19.	The Director of Grants assists the Principal and the campus administrative principal in the preparing of contracts for all external service providers to be used from August 1, 2016 to July 31, 2017
20.	Prepare and submit Implementation Readiness Portfolio to TEA.

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Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Hollibrook's goals, professional development plans, strategies and activities are all aligned under the district's central administration initiatives. These are Hollibrook's three year goals as required by the district. The rationale is how they align with central administration's instructional goals.

1: 75% of 5th grade LEP students will meet exit criteria on TELPAS. (**Rationale:** Students who lack English proficiency by middle school are at a greater risk of dropping out.)

2: 5th Grade students will perform at 75% passing on STAAR Reading and Math Assessment. (**Rationale:** To increase the number of incoming 6th graders on or above grade level performance in reading and math.)

3: Each year, every grade level will have 85% of their students reading on or above grade level at the end of the year per DRA/STAAR. (**Rationale:** Students who enter their current grade reading on or above grade level have a much higher rate of success in all core subjects throughout their academic career. This will also enable us to reach our T-2-4 goals.)

These are Hollibrook's planned **professional development** topics and how they align with the district.
-Balanced Literacy for all teachers in grades K-5 (Guided reading, comprehension toolkit, word study and vocabulary enrichment, genre studies, project-based learning). This is the #1 initiative of the Teaching and Learning Division.
-Sheltered strategies for supporting ELLs in all core content areas. - #1 initiative of the Bilingual/ESL Department. The Bil/ESL Director recommended that Hollibrook contract with QTEL, which she will introduce to the district in September.
-Rigor of teaching and learning; common formative assessments aligned to state testing; vertical alignment; differentiated, personalized instruction for diverse student populations
-Strategies for high performing urban schools/ effective, data driven small group instruction
-Technology integration aligned to TEKS (and STAAR); technology literacy - #1 initiatives of the Educational Technology
-PBIS/CHAMPS and handling student misbehavior. -#1 initiative of the System of Care Department
-Bullying prevention; violence/conflict resolution; No place for hate; CSHAC; TRIBES; Developmental Assets – Initiatives of the Elementary Counseling & Health Fitness Departments. Because these are district initiatives, the staff development provided paid for by the grant will extend and go deeper as needed on these topics at Hollibrook.
- Latino Family Literacy Project – This program encourages family reading and targets all ages. It supports the district focus on balanced literacy, bilingualism and English Language Development.

These are Hollibrook's **strategies**. They are all supported by the Divisions of Teaching & Learning and Administration & Operation
-Increase the amount of instruction delivered in English for Prek-5th grade.
-Structured follow up coaching to sustained training/inservices/workshops/conferences
-Faculty meetings, vertical/horizontal meetings afterschool/ the Hornet Huddle Professional Learning Communities (PLC) used for data disaggregation, staff development, test training, guided lesson planning, test construction, Grade level teams meet a minimum of 2-3 days a week for lesson planning.
- 120 minutes of daily reading, 90 minutes of Math; 45 minutes each of science and social studies (SS) instruction built into Master Schedule for grades PreK to 2nd and 100 min. reading, 90 min. math, 60 min. science, 40 min. SS in 3rd-5th, along with recess before lunch whenever possible and specials (Music, Art, Health Fitness)
- One and one half hour Hornet Huddle PLCs built into the master schedule on a rotating 6 day schedule.
-Teacher assistants for each Pre-K instructor; collaborative planning/staff development between PreK teachers
-Monitoring for fidelity of language of instruction in 2nd -4th, small group instruction in 1st-5th, balanced literacy in K-5, rigor of instruction, use of student data to plan according to the TEKS and the district framework.
-Principals/instructional coaches/teachers holding classroom data conferences in Oct., Jan., and March
-Establishing Student Success Committees
-Planning & implementing K-5 student interventions/tutorials October through May for students not meeting expectations.
-Using Mentoring Motivation Series to build stamina and support students with test taking strategies
-Students tracking their own progress towards goals during tutorials.
-Administrators reviewing all progress reports and report cards before they are sent home to parents.
-Parent education/engagement events held throughout the year.
-Implementation of PBIS/CHAMPS including recognition and rewards for self-discipline

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Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have began at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:	Karen Liska
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	Jennifer Blaine, SBISD's Associate Superintendent of Administration & Operations, announced the assignment of Principal Karen Liska to Hollibrook staff in April 2015. June 15, 2015 was officially Karen's first day. Karen formerly was the principal of Spring Woods Middle School in Spring Branch ISD (2010-2014), Thornwood Elementary in Spring Branch ISD (2007-2010) and Beneke Elementary in Spring ISD. Karen's style is to make sure that the remaining staff understands that she was not part of the decision to replace the existing principal. She was moved to that campus by the Superintendent because children were not learning as well as they should. In each case, she turned around a low performing school with existing staff. Karen feels an internal sense of urgency to get the job done before any more damage is done to new cohorts of students. She does not believe that it takes five years to turn a school around. In 2014, author Melanie Markley, wrote up a 25 page case study on Karen Liska which was copyrighted by the Center for Reform for School Systems and the Spring Branch Independent School District. Afterwards, Karen was one of three panelists who presented to an audience of School Board Members from across the State of Texas. The first panelist was Dr. Rod Paige, former United States Secretary of Education, former Texas Southern University College Dean, and former Houston Independent School District Superintendent. The third panelist was Mr. Mike Moses, senior educational advisor for Raise Your Hand Texas and the Center for Reform of School Systems, former deputy chancellor for Systems Operations at Texas Tech University System, former Texas Commissioner of Education and former Superintendent of Dallas, Lubbock, LaMarque and Tatum school districts.

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Statutory Requirement 6: Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the _option_ to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	N/A
How intent of the original element remains/will be met:	N/A

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Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth
Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below.
Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	Hollibrook will use Spring Branch ISD's new Teacher and Principal Appraisal Systems which will include measures of student growth (drafted at 20%). The district is piloting the locally developed Teacher Appraisal System during 2015-2016. Hollibrook will begin using it in 2016-2017. (During 2015-2016, Hollibrook will continue to use PDAS.) The SBISD's new Teacher Appraisal Process phases in shared attributions for STAAR at 20% based on EVAAS Composite Reports during the pilot in 2015-2016. Starting in 2016-2017, teachers who have assignments with State and Norm referenced assessments (grades 3-5 at Hollibrook) will be evaluated 5% for their shared attribution to STAAR per the EVAAS Composite Report, 7.5% on their teacher attribution to STAAR based on the EVAAS Teacher Report and 7.5% on meeting their Student Learning Objectives. Teachers without State Assessments (PK-2, Specialists, Inclusion Teachers at Hollibrook) will be evaluated on 5% for their shared attribution to STAAR and 15% on meeting their Student Learning Objectives. The details on the student growth measure for principals will be calculated and finalized shortly.
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	SBISD's new teacher appraisal system is grounded in teacher growth and enhancing teacher performance. It starts with a teacher self-assessment in which the teacher rates himself/herself against a rubric that was devised based on teacher input. The teacher will utilize the results of the self-assessment to set one to three goals for themselves. Multiple diagnostic conferences will occur throughout the school year with the teacher and the appraisal supervisor to review goals, determine if they have been met, and set new goals as identified. The appraisal supervisor will have a minimum of two opportunities to observe the teacher and score their observations. Finally, teacher and supervisor will complete an end of year conference to review and reflect on progress. QTEL consultants and Principal Karen Liska agree on the value of constant monitoring of instruction. In addition to the SBISD teacher appraisal system, Principal Liska will increase the amount of multiple observation-based assessments through her instructional leadership team consisting of herself, assistant principals and instructional specialists. Teachers will evaluate their own collections of professional practice with the instructional leadership team and other teachers during "Hornet Huddles", faculty meetings and grade-level planning meetings. Teachers will improve their professional practice through collaboration.
Describe how the evaluation system was developed with teacher and principal involvement:	The district's Teacher Development and Evaluation cross functional team decided that the district would create its own teacher evaluation system instead of using TTESS (Texas Teacher Evaluation and Support System). The committee sought input from teacher representatives of all kinds and representing all grade levels through focus groups. With the input they gathered, they created a district-wide teacher survey. Using survey results they created a teacher appraisal system that was presented to Campus and the District Improvement Teams for feedback. It was continually revised until it was ready to be piloted. The official pilot will be during the 2015-2016 school year. Hollibrook will start using the new teacher evaluation system in 2016-2017. The district's Leadership Pipeline cross functional team is developing the Principal Evaluation System in a similar manner. The sub-committee working on the new principal appraisal is composed of central office staff and principals. The principals will set goals utilizing the new appraisal system around November and December 2015.

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Statutory Requirement 8: Educator Reward and Removal
Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below.
Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	When the word "rewards" is mentioned, people often think first of financial rewards. But in the history of SBISD, the Director of the Grants Department has met with many focus groups to discuss the pros and cons of monetary rewards based on measurable student acheivement. It has been a very emotionally, charged divisive topic. Many SBISD teachers left other districts to avoid the controversy and the negativity that it brought with it. Collectively, it has been decided among Spring Branch educators that this is not "The Spring Branch Way" as defined in its values, formally defined as Every Child, Collective Greatness, Collaborative Spirit, Limitless Curiosity and Moral Compass. **Collective Greatness means "We, as a community, leverage our individual strengths to reach challenging goals."** As a result, the SBISD Human Resources Department has polled educators to ask them what rewards motivate them. Educators responded "acknowledgement, appreciation and team or whole school celebrations." The District Coordinator of School Improvement and Hollibrook's administrative staff will implement all three rewards to honor educators who increase student achievement through this model. At previous campuses, Karen Liska and her staff have established the tradition of drinking apple juice in plastic champagne glasses to celebrate.
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	The protocol to support teachers who are struggling to improve their professional practice is for the principal to have a series of conversations with them to verify that they understand what their professional duties and commitments are. The principal will ask clarifying questions and offer suggestions based on personal knowledge and experience. The principal will ask the teacher "How can I support you?" and make arrangements to accommodate any reasonable requests herself, through staff and/or available budgets. The principal will also clarify the quality of the expected deliverables and set timelimes. If the teacher does not self correct, the principal will assign staff, (such as a colleague, a grade level chair or an instructional specialist) to meet regularly with that teacher to mentor them. The principal may also arrange for the teacher to observe other teachers within the building or through a residency provided by the district. The principal may select and offer targeted professional development. The principal may also request for the teacher to watch particular DVDs, listen to selected CDs or to participate in a book study.
Describe the criteria established for educator removal:	After a principal has tried the protocals/interventions described above and does not see a change in the teacher's behavior, the principal and teacher will develop together a plan on a form provided by the Human Resources Department to document the observed behavior and to state in writing the desired behavior. If the undesirable behavior continues, the principal may continue to document the teacher's failure to improve their professional practice and formally submit a recommendation for nonrenewal to the Superintendent, who if he agrees, will forward it to the Board of Trustees for a vote, as required per Board Policy DFBB (Local). Additional detailed information on timelines and procedures can be found in Board Policies DFAA, DFAB, DFBA, DFBB, DFD, DFF, DFFA, DFFB, DFFC.

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Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students
Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND,** or **WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.
These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.
Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	N/A
Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:	N/A
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	N/A

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Statutory Requirement 11: Developing an Early College school-wide strategy (continued)
Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:	N/A

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Statutory Requirement 12: Developing an Early College school-wide strategy (continued)
Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:	N/A

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Statutory Requirement 13: High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries. Indicate if the campus will partner with community-based provider to deliver the preschool.	The full-day preschool will operate from 8 AM – 3 PM. It will consist of three bilingual classes. The day will be full of activities that foster a love of learning in language arts, math, science and social studies while students develop their language, listening comprehension and knowledge about all subject areas. Teachers will instruct them in large and small groups and through workstations. They will use integrated instruction to teach their units of study. Students will take educational field trips that complement the curriculum to nearby locations around the city for additional hands on experiences. There will be three Pre-K teachers with bachelor's degrees in Early Childhood or a state approved alternative pathway and three Pre-K Assistants resulting in a class size of no more than 20 and a child-to-staff ratio of no more than 10 to 1. PK Teachers will be paid according to the district's teacher compensation plan. Paraprofessionals will be paid according to the district's paraprofessional support staff plan. The campus will not partner with a community-based provider to deliver the preschool. A Communities in Schools Case Manager will link families to much needed comprehensive services.
Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	The educational philosophy that undergirds SBISD pre-K and Kindergarten instruction is the Reggio Emilia Approach. In 1991, a jury of international experts named "Diana" Municipal Preschool (representing the Reggio Emilia Approach) as the most avant-garde school in the world for early childhood education in the American "Newsweek" publication. SBISD's "Early Childhood Philosophy" includes the belief that children learn best when the curriculum is integrated, is developmentally appropriate, addresses different learning styles, provides for individual differences, is flexible, is stimulating, provides concrete activities, encourages self-motivation, is meaningful and is fun. SBISD's Early Childhood Director continues to lead the district in continuously updating PK and K curriculum to align vertically with changing elementary academic standards. "There is evidence that Reggio Emilia Approach is a constructivist and progressive approach." Examination of the Key elements of Reggion Emilia approach reveals recognition of Piaget's preoperational stages of development, specifically intuitive thought and symbolic function sub-stages. The Reggio Emilia Approach also recognizes Vygotsky's Zone of Proximal Development (N. Ezech, 2005).
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	PK and Kindergarten teachers will monitor students' progress with both formative and summative assessments. Teachers will maintain a checklist to monitor students' progress on all guidelines and TEKS. Additional data will also be reported to parents three times a year in the form of a PK progress report. Teachers will formally assess students three times a year. They will use assessments required by the district, which include The Observation Survey (a nationally recognized assessment of early literacy behaviors), the DRA (Developmental Reading Assessment) or its Spanish equivalent EDL (Evaluacion Del Desarrollo De La Lectura) and Math Perspectives PK Math assessment created by Kathy Richardson, a nationally acclaimed expert in early math assessment. The campus instructional leadership team along with teachers will examine the preschool and kindergarten data to inform continuous improvement and next-grade readiness. Program evaluators in the SBISD's Research and Accountability Department have nine year trends of this data. They also monitor the performance of students that attended PreK in subsequent grade levels.

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Statutory Requirement 14: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of new staff hired for work in the turnaround model implementation:	N/A
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Statutory Requirement 15: New Governance Structure/Turnaround Office
Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Statutory Requirement 16: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	N/A
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	N/A
Name and describe the study/studies examined that support the efficacy of the model selected. Include information about the study's sample size and multi-site sampling. Include key findings showing impact on student achievement. Additionally, provide citations for the study publications:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.
Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.
In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.
Applicants not proposing a Restart model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101-920	Amendment # (for amendments only):

TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

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Critical Success Factor:	*Academic Performance/Improve the Instructional Program*

	Planned Intervention	Period for Implementation
1.	Principal Liska will establish a strong academically focused school culture by developing staff skills and work habits. Principal Liska will schedule weekly tutorials at the end of the day for every child that failed district or state assessments so that students and parents/guardians know that these tutorials are mandatory. This will enable the teachers/parents/guardians/students to plan their time accordingly.	☒ Year 1　☒ Year 4 ☒ Year 2　☒ Year 5 ☒ Year 3
2.	Principal Liska will assign every Hollibrook teacher (even those teaching art, music, health and fitness) weekly tutorials in either math or language arts for every child that failed the state assessments. Principal Liska will make it clear that the problem does not just belong to the core teachers. She will emphasize that it is everyone's problem and that every teacher is responsible for every child.	☒ Year 1　☒ Year 4 ☒ Year 2　☒ Year 5 ☒ Year 3
3.	Principal Liska will protect instructional time, especially afternoon instructional time, which is often negatively impacted by early dismissals and parent/teacher conference times. She will shorten assemblies and schedule them during elective (not core) courses' time. She will reschedule non-instructional events to occur outside of the regular school day or stop them entirely. Principal Liska will insist that all events and all rituals tie back to instruction.	☒ Year 1　☒ Year 4 ☒ Year 2　☒ Year 5 ☒ Year 3
4.	Principal Liska will require teachers to "backwards plan". "Backwards planning" means that she will require teachers to write their assessments before planning their lessons. Principal Liska will explain that you have to know what the target is before you can develop skills to hit the target. This planning skill will establish structure and consistency within the teaching environment at Hollibrook.	☒ Year 1　☒ Year 4 ☒ Year 2　☒ Year 5 ☒ Year 3
5.	Principal Liska will rearrange some teaching assignments, placing stronger teachers in grades with academic problems, while trying not to weaken grades that have done well. Principal Liska will start the hiring process early in the year for teachers that she knows will be leaving. She will use data to make those decisions similar to how she expects teachers to make data driven decisions.	☒ Year 1　☒ Year 4 ☒ Year 2　☒ Year 5 ☒ Year 3
6.	Principal Liska will focus on sustainability at all times as she works with her assistant principals. Whenever she returns from a principals' meeting with Superintendent Scott Muri, she will debrief her administrative team. Her goals will be for the school to move forward regardless of whether or not she unexpectedly loses her life in a fatal accident. The calls this the "Mac Truck" plan.	☒ Year 1　☒ Year 4 ☒ Year 2　☒ Year 5 ☒ Year 3
7.	Principal Liska and her Instructional Leadership Team will thoroughly plan professional development for Hollibrook's educators with QTEL consultants prior to implementation so that precious time is not wasted. Whenever possible, staff development will be delivered during non-contract time and staff will be paid a stipend for their participation.	☒ Year 1　☒ Year 4 ☒ Year 2　☒ Year 5 ☒ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-920	Amendment # (for amendments only):

TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
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Critical Success Factor:	*Increase Teacher Quality*

	Planned Intervention	Period for Implementation	
1.	Principal Liska will require teachers to be more reflective and purposeful about their teaching. She will clarify the expectations that the State has and the expectations that the district has. She will require comprehensive planning that includes these steps: organize for collaborative work, build assessment literacy, create a data overview, dig into student data, examine instruction, develop an action plan, plan to assess progress, and act and assess.	☒ Year 1 ☒ Year 2 ☒ Year 3	☒ Year 4 ☒ Year 5
2.	Principal Liska will use an activity called the Stoplight Protocol three times a year to help her leadership team know where to focus more professional development. The protocol surveys teachers about all the necessary steps of their planning processes using red, yellow and green dots. Principal Liska learned this activity at the National Institute for Urban School Leaders at Harvard University during the summer of 2014.	☒ Year 1 ☒ Year 2 ☒ Year 3	☒ Year 4 ☒ Year 5
3.	Principal Liska will require teachers to collaborate with other teachers, write detailed lesson plans and to display on their white boards what students will be learning and doing every single day. She will require that the information on their white boards or walls will include a content objective, a language objective, sentence stems, higher-level questions, and vocabulary works.	☒ Year 1 ☒ Year 2 ☒ Year 3	☒ Year 4 ☒ Year 5
4.	If teachers do not fulfill their job requirements, Principal Liska will make it very clear that they will not be working at Hollibrook anymore. Very calm and with a smile, Principal Liska will tell these teachers in a very direct and determined way what is going to happen. She will place uncooperative teachers on growth plans and implement disciplinary actions. Principal Liska will not be bullied or harassed.	☒ Year 1 ☒ Year 2 ☒ Year 3	☒ Year 4 ☒ Year 5
5.	Principal Liska will schedule training with QTEL Consultants on how to work with the many students who are not fluent in English. She will require teachers to create language-rich, interactive classrooms. She will expect teachers to make sure that ALL students speak and write in complete sentences and participate in classroom discussions.	☒ Year 1 ☒ Year 2 ☒ Year 3	☒ Year 4 ☒ Year 5
6.	Principal Liska will make teachers with negative attitudes realize just how much negativity lowers the motivation of others around them by requiring teachers with negative attitudes to sit together at one table in the back during staff development sessions until they become tired of sitting with all the negative people and request a change or until she has a chance to convince them that they will be happier person working elsewhere.	☒ Year 1 ☒ Year 2 ☒ Year 3	☒ Year 4 ☒ Year 5
7.	Principal Liska will survey staff to see what staff development they feel they need. She will then coordinate the professional development with QTEL consultants in a timely manner so that teachers can implement what they learned in their classrooms to see the pay-off of improved classroom instruction. She will hold teachers accountable for their learning and QTEL consultants for meeting the teachers' needs.	☒ Year 1 ☒ Year 2 ☒ Year 3	☒ Year 4 ☒ Year 5

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 101-920	Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Increase Leadership Effectiveness*

	Planned Intervention	Period for Implementation
1.	Principal Liska will make it clear that she had nothing to do with her predecessor's departure. She will emphasize that she is there because Hollibrook students were not getting the instruction they needed to be academically successful. She will lay out the test data to underscore her point. She will tell them the sanctions the school is facing from the state and federal governments because of failing scores.	☒ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
2.	Principal Liska will **make it clear to staff that there is about to be a new normal**. She will announce that Spring Woods is going to be a **very data-driven campus**. If teachers are not getting results with how they are teaching, she will ask them to reflect on how they can change their instruction so that students are learning. She will expect them to know what and how much every child learns every day.	☒ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
3.	Principal Liska will make sure her **leadership team is completely on board** in supporting her vision and mission with the **ultimate goal of quality instruction for 100% of HBE's students**. She will teach them everything she knows and support them the next time they need a job reference in exchange for their loyalty, cooperation and support. She will expand her leadership team from two assistant principals and one data analysis/staff developer to include Hollibrook's instructional specialists.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Principal Liska will take a hard look at procedures (structures and expectations) and people staff dynamics, relationships among teachers, relationships between teachers and administrators.) Together with her leadership team, they will **ask staff for their feedback, opinions and suggestions in surveys, in meetings and in one-to-one conversations, including an anonymous, annual, end-of-year individual and team survey.**	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Principal Liska, supported by the Hollibrook Leadership Team, will make sure that the school's **prime focus is on academic achievement**. She will repeatedly emphasize that the only way that she and her staff can have a meaningful impact on the lives of Hollibrook students is to change their academic outlook so that they can have a promising future. She will appeal to that part of every person that got them into the teaching profession. Together, they will **create a new vision** for Hollibrook students, **something to works towards**.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	The principal, supported by the Hollibrook Leadership Team, will **change the culture of low expectations** by emphasizing to teachers that while they can not change what has happened to students at home, they can change what every child experiences from the moment they enter the school until the moment they leave it. She will require **weekly written lesson plans tied to TEKS**. The team will expect and monitor for **bell-to-bell teaching**.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	After considering input from others, Principal Liska will make the ultimate decision and **plan to the nth degree**. After implementation of the plans, Principal Liska's Leadership Team will **analyze results** and determine what they need teachers to do or how to resolve issues. They will evaluate what worked and what did not work and make adjustments accordingly. This way they will increase their individual and collective wisdom on school leadership.	☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

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TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Increase Use of Quality Data to Inform Instruction*	

	Planned Intervention	Period for Implementation
1.	Teachers will learn to use assessments (state data from the previous year, data based on classroom assessments, exit ticket data, nine-week district benchmark and campus benchmark tests) to monitor their students' academic progress. Principal Liska will expect and require teachers to see data, reteach, reassess, see data, reteach, reassess, etc. until it becomes a habit.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Principal Liska will make sure that teachers look at data and know how to interpret and use it to drive instruction. They will spend time looking at assessments to determine who failed and what interventions might be necessary. Principal Liska has scheduled a one and one half hour "Hornet Huddle" in the master schedule for data disaggregation, staff development, test training, guided lesson planning and test construction on a rotating six day schedule to include all grade levels.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Principal Liska will require that teachers use "exit tickets" in their classrooms. "Exit tickets" are questions handed out to every child at the end of every class to assess students' understanding of the concepts that had been covered. It is a technique that teachers will use to check for understanding to know which students to reteach in small groups before moving onto the next concept.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Principal Liska will create a schedule in which teachers have time for individual planning but also for grade level team planning, which will usually include an instructional specialist. Teams will analyze data, determine which TEKS they were teaching well and which they were not, plan curriculum and engage in professional development. Principal Liska and her assistant principals will also attend grade-level meetings and participate in discussions.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Principal Liska will annually print pictures of the students who fail state tests and lay them out in front of her staff during meetings to remind them that the numbers they are looking at represent Hollibrook children. She will emphasize that one of the five Spring Branch values is "Every Child," meaning "We put students at the heart of everything we do." She will hold HBE staff accountable for deciding what is best for each child, every minute of every day.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Principal Liska, advised by her Campus Improvement Team, will monitor and discuss the effectiveness of all the external providers. She will make decisions on how to improve their performance. Any external providers not providing services as expected will be replaced if they do not produce satisfactory results after they are given a reasonable length of time to improve.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Hollibrook's Instructional Team will monitor the implementation of newly acquired QTEL practices regularly through observations, walkthroughs, and instructional rounds. Principal Liska will report their findings back to their QTEL consultants throughout the school year so that adjustments to professional development plans can be made, including the reteaching of any material misunderstood by the teachers who are implementing the new strategies.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-920	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
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Critical Success Factor:	*Increase Learning Time*

	Planned Intervention	Period for Implementation
1.	Eliminate inefficient practices. For example, the previous campus administration scheduled two days of recognition assemblies every nine weeks. They had a Halloween Day in which students were parading in costumes through other classes disrupting instruction, excessive recesses.	☒ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
2.	Reschedule recess, whenever possible, to occur before lunch instead of after lunch. This way students will work up an appetite and actually eat their lunch instead of wasting food. The district's Child Nutrition Services Department goes to great lengths to plan, prepare and serve healthy food on a daily basis.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Implement a requirement for bell to bell instruction during the regular school day, the afterschool program and the summer school program.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Principal Liska will make sure that all meetings are meaningful. Her expectation will be that when staff members leave a meeting, they will have the next steps that they can put into practice the following day.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Principal, Assistant Principals, Data and Intervention Specialists to monitor hallway transitions and bathroom breaks to reduce the time squandered. Principal Liska will develop three additional intervention specialists to be leaders and to assist the administrative team in the monitoring of procedures, structures and expectations.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Principal Liska and her administrative team will monitor the procedures, structures and expectations that she puts in place to make sure they are being observed by everyone, every day. "It only takes one or two staff members choosing not to follow the campus procedures to undermine the climate of the campus."	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Principal Liska and her administrative team will plan and monitor after school and summer school programs which will have academic components and goals. They will increase learning time at home by implementing the Latino Family Literacy Project.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
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Critical Success Factor:	Increase Parent/Community Engagement

	Planned Intervention	Period for Implementation
1.	Principal Liska and her leadership team will hold focus groups with parents/guardians to ask for feedback on what they really like about Hollibrook and what things they would like to change, including safety issues. She will meet individually with various community partners (Spring Spirit Baseball, Boys and Girls Club, Memorial Drive and United Methodist Churches) to strengthen existing partnerships as needed. Her administrative team will take their feedback into consideration during the planning process.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Principal Liska and her leadership team will make data available and comprehensible to all parents and community partners, through the Campus Improvement Team, volunteer recognition events and parent engagement/eduction activities. This will encourage ownership of the results. Parents and community members will be informed of and help celebrate in the academic success of the Hollibrook students.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	The district will contract with Communities in Schools (CIS) to meet the family social welfare needs of Hollibrook's students and their families. The CIS Case Manager will offer direct services to them as well as connect them with community partners for medical, dental and counseling services (Spring Branch Medical Center, Family Services, Mental Health Mental Retardation Association of Harris County, Community Youth Services, etc.)	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Principal Liska will emphasize that collectively we are a community of learners dedicated to continuous improvement at all levels. She will emphasize SBISD's core values (every child, collaborative spirit, and collective greatness, moral compass and limitless curiosity). Principal Liska will ask parents and community members what gifts that have to contribute in support of the school and will use volunteers for maximum effectiveness.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Principal Liska will require that teachers actively engage parents about their children's learning during conferences held in October and April. She will provide staff development on how to hold those conferences. She will require teachers to share with parents their children's goals for learning and summaries of relevant assessment data including student writing samples.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Principal Liska will hold parents accountable for making sure their children are getting enough sleep. The brain's frontal cortex needs sleep to function effectively. Lack of sleep negatively effects the frontal cortex's ability to control speech, access memory and solve problems. It affects moods, causing pessimism, sadness, depression, stress and anger. It causes students to make simple mistakes in spelling, math and their social skills.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Principal Liska will recruit and assign staff to attend training and successfully implement the Latino Family Literacy Project. They will train parents in effective strategies for assisting their children in reading. Teachers will ask and expect parents to read with their children for 30 minutes a day. Parents will sign up for library cards so they can check books out on weekends. Campus Improvement Team members will compare Hollibrook's parents' results with reports from other parents of being closer to their children by reading together.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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County-district number or vendor ID: 101-920	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Improve School Climate*

	Planned Intervention	Period for Implementation
1.	Principal Liska will schedule 20 minutes with each staff member to get to know them professionally and personally. Principal will use the information she gleans from the conversations to generate conversations among staff and collegiality among staff at staff meetings.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Principal Liska will create and maintain a Sunshine Committee to build staff moral by recognizing life events and generating social activities such as going to dinner and the theatre together and organizing a New Year's Party in mid-January when staff's social calendars are not quite so full. The party will require formal attire so that teachers have an excuse to dress up. For fun, participants will be required to bring scratch off lottery tickets to put into a drawing.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Principals and assistant principals will organize a type of speed dating event so that all staff have a chance to get to know each other. To manage such a large group, inner and outer circles will be used.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Sunshine Committee will build staff moral by recognizing life events and generating social activities such as going to a casino in Louisiana together or on a cruise out of Galveston Bay together.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Principal Liska and her assistant principals will plan staff development in such a way that staff is put into various grouping patterns to build community. They will use place cards and name tags that are color coded by grade level and labeled with symbols according to what each person teaches so that staff learn each others' names and get to know each other.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Principals will use place cards to assign seats for staff development putting the most engaged staff up front, staff who are on the fence in the middle and staff who is negative together in the back of the room with administrators will rotate to monitor them. Based on her the negative ones will tire of each other quickly and asked to be moved or will resign.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Principal Liska and her instructional leadership team will plan celebrations for student academic successes large and small. They will work with the district's Communications Deparment to acknowledge and appreciate individuals and teams at district events. They will plan whole school celebrations that include parents such as student assemblies recognizing students who earn all A's and B's. They will drink apple juice in plastic champagne glasses to celebrate increases in STAAR test scores!!!	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 101-920	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	X	X	X
A02	Provide staff development on eliminating gender bias	☐	X	X
A03	Ensure strategies and materials used with students do not promote gender bias	X	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	X	X	X
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	X	X	X
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	X	☐	X
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	X	☐	X
B02	Provide interpreter/translator at program activities	X	☐	X
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	X	X	X
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	X	X	X
B05	Develop/maintain community involvement/participation in program activities	X	X	X
B06	Provide staff development on effective teaching strategies for diverse populations	☐	X	X
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	X	X
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	X	X	X
B09	Provide parenting training	X	☐	X
B10	Provide a parent/family center	X	☐	X
B11	Involve parents from a variety of backgrounds in decision making	X	☐	X

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-920	Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	X	☐	X
B13	Provide child care for parents participating in school activities	X	☐	X
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	X	☐	X
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	X	☐	X
B16	Offer computer literacy courses for parents and other program beneficiaries	X	☐	X
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	X
B18	Coordinate with community centers/programs	X	X	X
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	X	X	X
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	X	X	X
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	X	X	X
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	X	X	X
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	X	X	X
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	X	☐	X
C02	Provide counseling	X	☐	X
C03	Conduct home visits by staff	X	☐	X
C04	Provide flexibility in scheduling activities	X	X	X
C05	Recruit volunteers to assist in promoting gang-free communities	X	☐	X
C06	Provide mentor program	X	☐	X
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	X	☐	X

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Schedule #18—Equitable Access and Participation (cont.)		

County-District Number or Vendor ID: 101-920	Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	X	☐	X
C09	Conduct parent/teacher conferences	☐	X	X
C10	Strengthen school/parent compacts	☐	X	X
C11	Establish partnerships with law enforcement agencies	X	X	X
C12	Provide conflict resolution/peer mediation strategies/programs	X	X	X
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	X	X	X
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	X	X
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	X	☐	X
D02	Provide counseling	X	☐	X
D03	Conduct home visits by staff	X	☐	X
D04	Recruit volunteers to assist in promoting drug-free schools and communities	X	☐	X
D05	Provide mentor program	X	☐	X
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	X	☐	X
D07	Provide community service programs/activities	X	☐	X
D08	Provide comprehensive health education programs	X	☐	X
D09	Conduct parent/teacher conferences	☐	X	X
D10	Establish school/parent compacts	☐	X	X
D11	Develop/maintain community partnerships	X	X	X
D12	Provide conflict resolution/peer mediation strategies/programs	X	X	X
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	X	X	X
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	X	X
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	X	☐	X
E02	Provide program materials/information in Braille	X	X	X

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-920	Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	X	X	X
E04	Provide program materials/information on tape	X	X	X
E05	Provide staff development on effective teaching strategies for visual impairment	☐	X	X
E06	Provide training for parents	☐	☐	X
E07	Format materials/information published on the internet for ADA accessibility	X	X	X
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	X	☐	X
F02	Provide interpreters at program activities	X	X	X
F03	Provide captioned video material	X	X	X
F04	Provide program materials and information in visual format	X	X	X
F05	Use communication technology, such as TDD/relay	X	X	X
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	X	X
F07	Provide training for parents	☐	☐	X
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	X	☐	X
G02	Expand tutorial/mentor programs	X	☐	X
G03	Provide staff development in identification practices and effective teaching strategies	☐	X	X
G04	Provide training for parents in early identification and intervention	☐	☐	X
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	X	X	X
H02	Provide staff development on effective teaching strategies	☐	X	X
H03	Provide training for parents	☐	☐	X
H99	Other (specify)	☐	☐	☐

Schedule #18—Equitable Access and Participation (cont.)		

County-District Number or Vendor ID: 101-920	Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	X	X	X
J02	Ensure all physical structures are accessible	X	X	X
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	X	☐	X
K02	Develop and implement a truancy intervention plan	X	☐	X
K03	Conduct home visits by staff	X	☐	X
K04	Recruit volunteers to assist in promoting school attendance	X	☐	X
K05	Provide mentor program	X	☐	X
K06	Provide before/after school recreational or educational activities	X	☐	X
K07	Conduct parent/teacher conferences	☐	X	X
K08	Strengthen school/parent compacts	☐	X	X
K09	Develop/maintain community partnerships	X	X	X
K10	Coordinate with health and social services agencies	X	X	X
K11	Coordinate with the juvenile justice system	X	X	X
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	X	X	X
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	X
L02	Establish partnerships with parents of highly mobile families	X	☐	X
L03	Establish/maintain timely record transfer system	X	X	X
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	X	X	X
M02	Conduct home visits by staff	X	☐	X

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	X	X	X
M04	Conduct parent/teacher conferences	☐	X	X
M05	Establish school/parent compacts	☐	X	X
M06	Provide parenting training	☐	X	X
M07	Provide a parent/family center	X	☐	X
M08	Provide program materials/information in home language	X	☐	X
M09	Involve parents from a variety of backgrounds in school decision making	☐	X	X
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	X	☐	X
M11	Provide child care for parents participating in school activities	X	☐	X
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	X	☐	X
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	X	☐	X
M14	Conduct an outreach program for traditionally "hard to reach" parents	X	☐	X
M15	Facilitate school health advisory councils four times a year	X	☐	X
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	X	X
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	X	X
N03	Provide mentor program for new teachers	☐	X	X
N04	Provide intern program for new teachers	☐	X	X
N05	Provide an induction program for new personnel	☐	X	X
N06	Provide professional development in a variety of formats for personnel	☐	X	X
N07	Collaborate with colleges/universities with teacher preparation programs	☐	X	X
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	X	X	X
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	X	X	X

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	X	X	X
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	X	X	X
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	X	☐	X
Q03	Conduct program activities in community centers and other neighborhood locations	X	X	X
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
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